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CAMPING MAGAZINE



FEATURING

How One Camp Trains Its
Counselors C. Walton Johnson

Does Camp Magazine Advertising
Pay? Charles E. Glendening

What About the Older Camper? . Merrill J. Duran

Queer Quirks of Nature . . Cleland Van Dresser

Athlete's Foot Can Be Wiped
Out Mrs. Henry J. John

Iron In His Blood Matt Werner

A Camp-Assembled First-Aid
Kit Josephine F. Murphy, M.D.

The Camp Administrator Takes a Look at
College Training Courses Jean Bell

The House That Jack Built . . . W. H. Bentley



VOLUME XII

NUMBER 2

OFFICIAL JOURNAL OF THE
AMERICAN CAMPING ASSOCIATION, INC.

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Published Monthly
October through June by
**THE AMERICAN CAMPING
ASSOCIATION**
330 South State Street,
ANN ARBOR, MICHIGAN

25c A COPY, \$2.00 A YEAR
(\$2.25 Canada, \$2.50 Foreign)

VOLUME XII

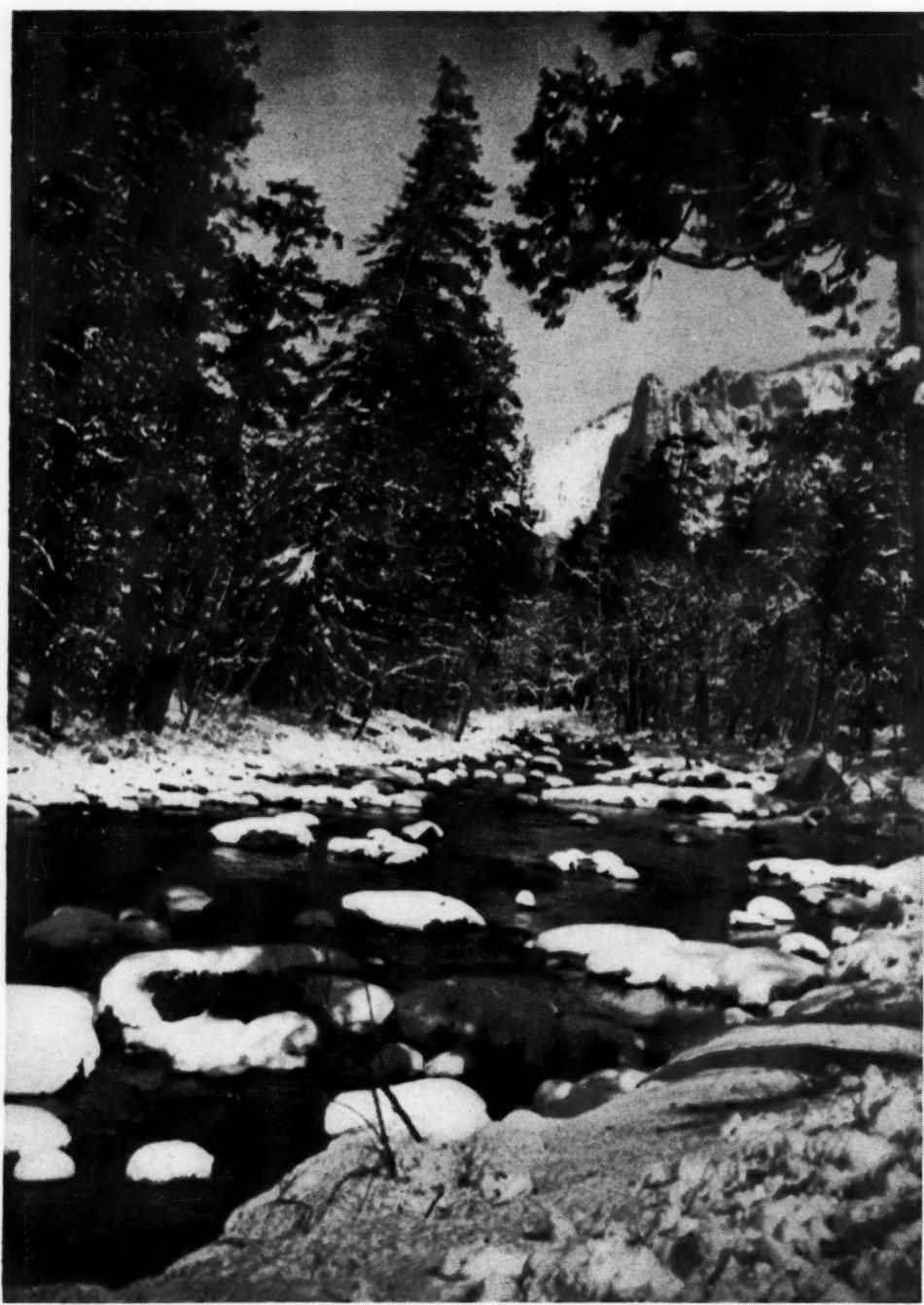
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Entered as second-class matter December 24, 1934, at the post office at Ann Arbor, Michigan, under the Act of March 3, 1879.
The Editor and Editorial Board are not responsible for views expressed in signed articles.



Photograph by R. Alice Drought

Memories of Wading Days

*"The Night is Mother of the Day
The Winter of the Spring"*

How One Camp Trains Its Counselors

By

C. Walton Johnson
Director, Camp Sequoyah

THE purpose of this article is to set forth in a rather intimate and detailed manner a plan of counselor training which has actually been used with very satisfactory results. This plan covers both pre-camp training and in-service training. It is hoped that such an account of a counselor-training program that has been hammered out on the anvil of experience will be of more practical value to directors than a theoretical and philosophical treatise on counselor training. Since I must of necessity write about the plan I know, the one used in my own camp, I trust my readers will pardon references to this camp.

Much thought, time, and effort should go into a training program for camp counselors. This training begins at the time first interviews are held, even before the contract is signed. Most members of a camp staff should be secured during the late fall and early winter so that there will be ample time for definite training before the busy days of late spring.

The philosophy, standards, and ideals of Camp Sequoyah are explained to counselors during interviews and by correspondence before they are offered a contract. After a counselor is signed both personal and form letters as well as printed matter are used to give him a clear picture, not only of his specific duties as a counselor, but also of the policies and procedures at Sequoyah, especially with respect to the program, and the educational philosophy underlying the program. Personal letters from our personnel director concerning what is expected of the counselor in his relationship with the boys of his cabin group, and with other counselors, and also about the mechanics of living at Sequoyah, help to orient a new counselor and prepare him for his life and duties at camp. Thus a new counselor becomes pretty thoroughly acquainted with what will be expected of him before he comes to camp.

Prescribed reading and study for counselors includes *The Camping Magazine*, editorials

and magazine reprints on camping, counselor-training material and books from the camp library. These are mailed to counselors during the winter and spring. Every counselor is given an ample opportunity to become conversant with the best literature on camping.

Counselors are urged to make recommendations and suggestions during the fall and winter, not only with reference to their own departments or line of duty, but with reference to the camp as a whole. The older and more experienced counselors, and all heads of departments, are requested to make reports, including recommendations and suggestions for the following year. Many new policies and new ideas for program and administration are put into effect as a result of recommendations and suggestions in these reports. Of course, some of the recommendations and ideas cannot be used, but they are often thought-provoking and serve as a corrective for personal biases.

By far the most important feature in the training of Camp Sequoyah counselors is the Southern Counselors' Training Institute which is attended by more than half of the Sequoyah staff. New counselors are expected to attend this Institute as a definite part of their preparation. Both old and new counselors attend willingly, however, and are glad of the opportunity to get special training for their work. The Institute gives them two weeks of intensive, practical, and exceedingly helpful professional training for camp work. The Institute combines much helpful training in child guidance and the philosophy of camping with practical program ideas and training in program techniques.

The pre-camp staff conference follows immediately upon the close of the Institute. During this two-day pre-camp conference attention is concentrated upon matters of immediate concern: getting acquainted with each other, with the camp and its physical setting, objectives and aims, policies and program, mechanics of living at Sequoyah, mores of

camp life, business procedures and regulations, and camp traditions. This is largely a setting-up conference in which much planning and thinking and real shaping of policies and program plans for the summer immediately ahead takes place. Sequoyah counselors who cannot attend the Institute arrive in time for the pre-camp staff conference. Only those counselors who are required to escort boys to camp are excused from this conference. Since only two or three counselors have to bring boys, we have practically our entire staff of thirty-eight members present.

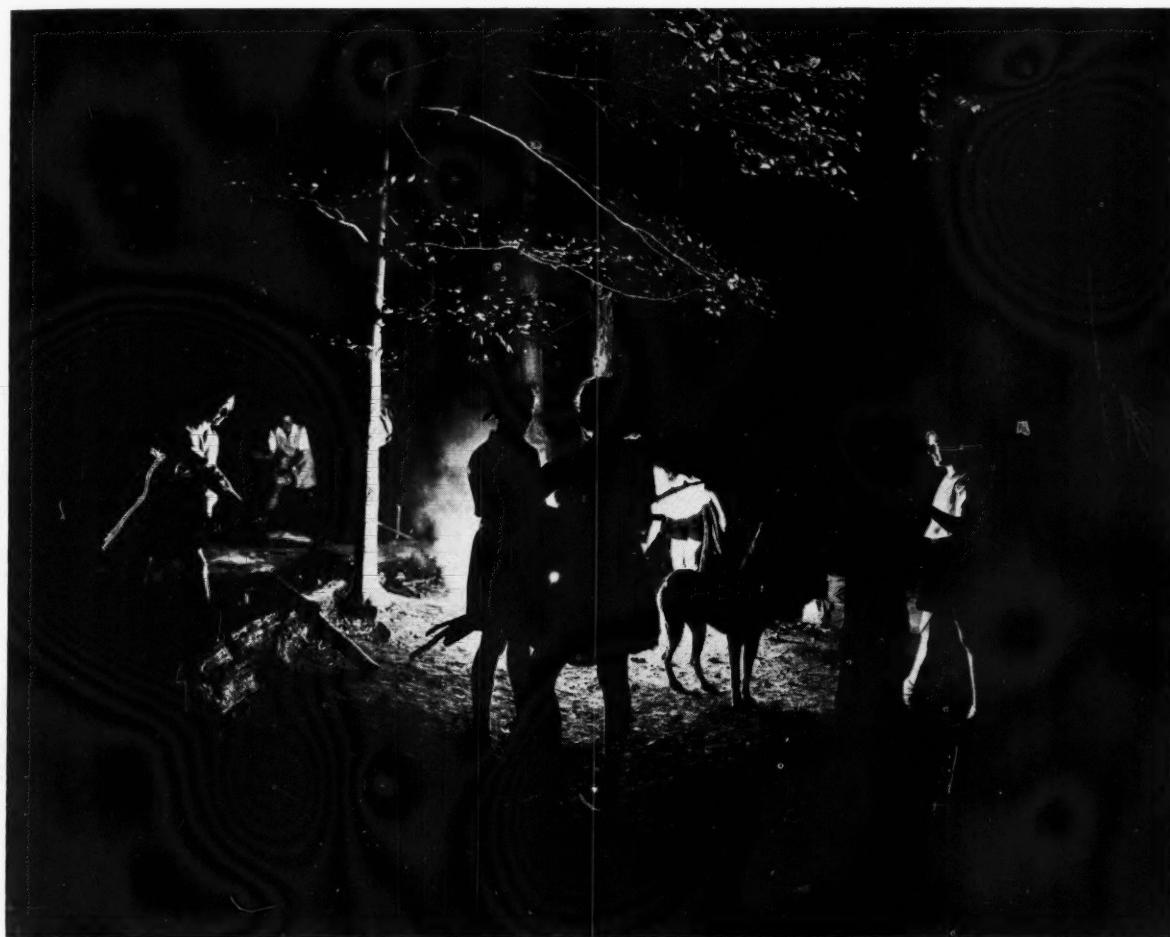
Two full days and one night are given to the pre-camp staff conference. Sessions from one to one-and-a-half hours in length are held with brief recesses during the morning, afternoon, and evening. The meetings are held in a large room and the counselors sit in a large circle. Those who lead the sessions sit in as members of the circle. No one stands and lectures to the group. There is much freedom and a feeling of at ease. Any counselor feels free to present his side of the question or to present a new idea at any time. The leader guards against letting the discussions go off at a tangent or become too heated. This manner of conducting the conferences is conducive to a spirit of unity and oneness of feeling and point of view. By the end of the conference the group is working together as a well-organized team. Counselors, both new and old, feel a great urge to see camp open and to have a chance to throw themselves whole-heartedly into the camp life and into the camp program. The conference gives the men a chance to become well acquainted personally, to make their own adjustment with each other, to become imbued with the spirit and purpose of Sequoyah, and to feel that they are really here for a purpose. We definitely feel that these pre-camp conferences and the Institute have had much to do with the fine spirit and success of our seasons at camp.

During the camp season we find it possible to hold only one long staff meeting with full attendance each week and this meeting is held on Sunday morning when we have all counselors present and do not attempt any special program between breakfast and the Sunday morning service at 11:30. Two counselors are on supervision duty, one at the lake and one on general duty while the staff meeting is in session. The boys are free to do whatever they wish, and we find that two counselors are

sufficient for general supervision even though we have 125 boys present. During the week we find it impracticable to have anything more than a short staff meeting following breakfast, primarily for announcements, and an occasional meeting after taps with refreshments. Since we have six men off on leave every weekday and night, we cannot have a full attendance at any night meeting. Therefore, we depend on Sunday morning for our main staff meetings. There are a number of meetings for certain groups of counselors such as the counselors for each of the four tribes, or age groups, at various times during the week. There are also meetings of the executive staff composed of the director, assistant director, program director, personnel director, and business manager as occasion demands, at least weekly.

The Sunday morning staff meetings are devoted to a discussion of plans and program for the following week, personnel problems, and matters of business. At the close of the meeting the director brings a brief, inspirational message which tends to divert the minds of the counselors from the daily routine and the strenuous and sometimes vexing problems of daily camp life to a consideration of the principles and ideals which should motivate all of our efforts, and also to a consideration of those things which give a truer perspective of our job of camp counseling. The Sunday meeting lasts from one hour to an hour and a half.

Perhaps some of the most helpful training is given through personal conferences between director and counselors, particularly new counselors who are sometimes feeling in the dark for the best way to handle a behavior problem or a feature of the program. This personal counseling and guidance is often done rather casually and incidentally as the director has a chance for a quiet word with a counselor wherever he meets him around the camp. Sometimes there is a meeting in the director's office, or at some other point for a longer and more formal conference. This guidance of counselors is shared by the assistant director, the head counselor, the program director, and the personnel director. Therefore, there is a feeling on the part of every counselor that he has an opportunity to get the help he needs from several sources. All counselors know they have the privilege of offering constructive criticism at any time. Counselors who have



Photograph by Frank H. Gehr

complaints are urged to bring their complaints to the director and not to air them before the boys and other counselors.

We have realized that a counselor's most valuable training must take place while he is on duty during the camp season. Then he actually feels the need of guidance and training, and since he sees an immediate necessity for such guidance he is open-minded and responsive. The learning process is actually at its best under the pressure of immediate need. We learn very little except when we see an actual need for what we are trying to learn.

Some of the social features of life at Sequoyah have an indirect counselor-training value. Discussions after taps over the tea cup (varied with cocoa and coffee) help clarify both camp problems and personal counselor relationships. Personal acquaintance and a rapport between counselors are a prerequisite for that loyalty, unity, and cooperation necessary to effective camp leadership. Occasional Sunday evening staff socials are held after taps in the living room of the director's home. These staff socials are very informal, no set program

is planned or conducted. Since everybody knows everybody no ice-breakers are needed. These counselor social hours are usually characterized by lively conversation, simple, impromptu stunts, jokes, music vocal and instrumental, and fine fellowship. The four women on the staff and several counselors' wives keep these social hours from being stag affairs. Simple refreshments served by the director's wife contribute no little to the pleasure of the occasion.

In a short magazine article one can give only a brief description, a bare outline, of a year-round counselor-training program. Such an article can only be suggestive. What makes a training program really effective and meaningful is not so much its content, which will change with the needs and purposes of every camp, as the vision, purpose, and ability of its leadership. Without able, clear-visioned leadership there can be no effective training.

I consider counselor training the most urgent need in the whole area of camping. Our camps can be no better than our counselors.

Does Camp Magazine Advertising Pay?

By
Charles E. Glendening
N. W. Ayer and Son, Inc.

EVERY camp advertises. Even the camp director who writes to his prospects stating that his camp "does not advertise" is in that very act using advertising. The camp director who says he does not advertise means he does not buy space in any periodical or time on a radio station to tell about his camp. Let it be understood at the outset that this presentation refers to paid advertising in magazines. It means that the camp director pays his hard-earned dollars for white space in which to tell the readers of national magazines about his camp. By national magazines is meant those with circulation in all forty-eight states, as well as some foreign distribution.

Some years ago some one, perhaps a camp director worn out traveling over the country trying to get names of prospects from friends, fellow Rotarians and school-teacher counselors, or an advertising agent desirous of increasing the volume of his business, conceived this idea of advertising. To make the idea succeed, it was necessary to devise a plan whereby the camp directors with limited funds could afford to buy space for effective advertising, which meant the securing of inquiries that might be turned into enrollments—all at a reasonable cost.

Certain magazines were interested in the possibilities of this classification of advertising and cooperated to make it possible by creating special rates that in some instances are as much as 50 per cent lower than the rates other advertisers have to pay for the same circulation.

As a further aid to these small advertisers, it was deemed wise to concentrate the various advertisements in one part of the magazine. This eliminated the necessity of entering into competition with other types of advertising sponsored by companies with large appropriations. Camp directories were thus organized; and to further aid the readers, special groupings were made so that camps in one section of the country would appear together, but separated as to type, i.e., girls, boys, coeducational.

Camp advertising is designed to bring inquiries for information. The wise camp director looks upon his inquiries as an invitation to "come and tell me why I should attend your camp." "Follow-up" becomes not only very important, but essential. The time has passed, if indeed it ever existed, when it is sufficient to send a catalog or letter and wait for the enrollment deposit to come by return mail. The inquiry is only the first step.

Camp advertising is directed to a parade, not a convention, and this fact should not be forgotten. It is not possible to tell the story once and expect it to remain told for ever and a day. Consistency in advertising and persistency in follow-up are fundamentals for the successful camp director.

To theorize on camp advertising is not very helpful, so let us consider some facts reported by camp directors as to their experience with national advertising. Some records for the last five years follow:

	<i>Amount Spent</i>	<i>Keyed Inquiries</i>	<i>Average Cost per Keyed Inquiry</i>	<i>Keyed Enrollments</i>	<i>Average Cost</i>	<i>Per Cent of Inquiries Enrolled</i>
<i>1935</i>						
9 Camps	\$ 4,345.08	1,441	\$3.01	119	\$36.51	8.25
<i>1936</i>						
16 Camps	9,186.65	2,651	3.46	184	49.92	6.94
<i>1937</i>						
14 Camps	8,500.80	2,381	3.57	195	43.59	8.19
<i>1938</i>						
14 Camps	10,277.24	3,177	3.23	213	48.25	6.70
<i>1939</i>						
9 Camps	7,573.62	2,847	2.66	190	39.86	6.67

Let us examine some individual camp reports for the last few years:

	<i>Year</i>	<i>Amt. Spent</i>	<i>Inquiries</i>	<i>Cost</i>	<i>Enrollment</i>	<i>Cost</i>	<i>Per Cent</i>
I.	1935	\$ 311.10	226	\$1.37	12	\$ 25.92	5.30
	1936	451.80	334	1.35	8	56.47	2.39
	1937	548.05	291	1.88	10	54.80	3.43
	1938	647.60	414	1.56	11	49.60	2.97
	1939	604.55	380	1.59	9	67.17	2.37
II.	1935	432.35	146	2.96	20	21.61	13.69
	1936	1008.08	282	3.45	50	20.16	17.12
	1937	1286.96	No report		69	18.96	
	1938	1350.14	426	3.16	53	25.47	12.44
	1939	1978.72	419	4.72	101	19.59	24.11
III.	1935	283.08	42	6.74			
	1936	296.40	45	6.58	3	98.80	6.66
	1937	296.40	33	8.98	3	98.80	9.09
	1938	312.15	70	4.45	5	62.43	7.14
IV.	1935	2048.23	692	2.95	64	32.00	9.24
	1936	2484.59	533	4.66	34	73.07	6.37
	1937	2588.03	598	4.32	94	27.53	15.71
	1938	2701.87	611	4.42	80	33.77	13.09
V.	1936	338.40	129	2.63	5	67.88	3.87
	1937	404.60	237	1.70	6	67.43	2.53
	1938	479.88	260	1.84	8	59.58	3.07
	1939	492.80	205	2.40	8	16.60	3.90
VI.	1936	411.40	159	2.58	15	27.42	9.43
	1937	398.50	167	2.38	14	28.46	8.38
	1938	545.65	370	1.47	11	49.60	2.97
VII.	1936	133.40	No report		5	26.68	
	1937	210.00	77	2.72	10	21.00	12.98
	1938	379.40	96	3.95	3	126.46	3.12
	1939	315.35	131	2.41	13	24.26	9.92
	1935	312.14	70	4.45	3	104.04	4.28
IX.	1936	No report					
	1937	299.15	66	4.53	2	149.57	3.03
	1938	416.53	80	5.20	5	83.30	6.25
	1936	1603.36	381	4.20	19	84.38	4.98
	1937	1825.24	353	5.17	21	86.91	5.94
X.	1938	1804.34	455	3.96	12	150.36	2.63
	1939	2261.51	605	3.74	16	141.35	2.60
	1936	414.36	188	2.20	7	59.19	3.72
	1937	439.28	190	2.31	4	109.82	2.10
	1938	523.63	177	2.95	10	52.36	5.64
	1939	565.80	214	2.64	8	70.73	3.74

In addition to the above, one camp reports an expenditure of \$3,119.62 over a three-year period with 64 boys enrolled at an average cost of \$48.74 and an income of \$16,640 from these keyed enrollments. Add to this the income from these campers for the years they returned to camp and perhaps brought relatives and friends.

National advertising will bring campers from other than local areas. A camp in Minnesota received three enrollments from one magazine. They came from North Dakota, South Dakota, and Iowa. A camp in Virginia, in its first year of advertising, reported four enrollments from one magazine. They came from Ohio, Kentucky, North Carolina, and Delaware. There are many similar reports that could be recited.

An important phase of advertising is its cumulative value. Campers secured in 1939 as

a result of advertising will in many cases return in 1940 and will be instrumental in bringing friends and relatives. Many camp directors credit this new business to old campers and overlook the fact that the old campers came originally through advertising.

What an interesting story could be told if camp directors would trace their business back to original sources! It would be discovered that advertising opened up new centers for enrollments that have continued to produce results. Two incidents of the cumulative value will illustrate.

1935—1 enrollment credited to a magazine

1936—Original enrollment returned and brought her sister

1937—Original enrollment and sister returned

(Continued on Page 26)

What About The Older Camper?

By

Merrill J. Durdan

Director, Camp Morgan

LUTHER GULICK once said, "Camping is the balance wheel of modern life." This statement made several years ago by an educator and one of the early leaders of our camping movement should make camp leaders pause and re-examine their programs in light of the needs of youth growing up in the current social order.

Is our camp leadership today fully aware of the needs and interests of the *older camper* and the contribution camping can and should make to him? The writer has heard of a number of directors who welcome older boys yet make no deliberate attempt to provide adequate leadership and program for them. Also, there is the camp that admits defeat in providing for older campers and has taken the easiest way out, that of reducing the age limit of its campers.

The presence of older campers creates certain problems, and significant problems, both from the standpoint of camping and the older boys. We cannot close our eyes to these problems and ignore them, if we would be fair to this section of our clientele, nor should we run away from the problems by refusing to admit older campers.

Basic Needs

Some of the significant questions regarding older boys which are being considered by camp directors today are:

1. Should older campers have a co-educational program?
2. Should older campers be trained for future camp leadership?
3. Should the program for them be essentially different from the program of the younger boys?
4. Should older campers be in a separate camp limited to their age range or is it desirable that they be in a camp with younger campers?
5. What calibre of leadership should guide the program of older campers?
6. What should the organizational set-up be in an older boys' camp or village within a camp?
7. What should be done for the "old-timer" who has grown up in a particular camp situation; the

new older camper having his first camp experience; and the part-worker and camper who earns his tuition by washing dishes and wants to participate in all the camp program with his age group?

Suggestions which may help solve some of these problems will be discussed later under specific programs for older campers.

Before an adequate program can be planned for older boys their needs must be discovered. The program must not only provide for "felt needs," but must anticipate needs and be prepared to meet them. Dimock, in a recent monograph entitled *Some Frontiers in Camping*, has presented the needs of older boys and girls as discovered by a group of camp leaders studying the problem, "Developing an Adequate Program for Older Campers." The needs were as follows:

1. The adolescent needs to grow up, that is, to become an adult.
2. The adolescent needs to become heterosexual.
3. The adolescent needs experiences in group and collective living.
4. The adolescent needs to be educated for a wise use of an expanding leisure.
5. The adolescent needs an opportunity to explore the wider social world.
6. The adolescent needs to satisfy his basic personality urges or drives.
7. The adolescent needs to develop a satisfying sense of values, a working philosophy of life.
8. The adolescent needs to find a satisfying vocational plan.
9. The adolescent needs an understanding of, and motivation for safe and healthful living.
10. Some adolescents need to be trained for leadership of community groups."

These needs should be studied by counselors and directors responsible for the guiding and developing of older boys' program. No camp is justified in having older boys in its program unless its program and personnel is deliberately planned to meet their needs.

Mature and understanding adult leadership is needed for older boys. The span of adolescence ranges from the 14th year to the 25th

year. The age of the counselor in charge is obviously significant, but more important than his chronological age is his emotional and social age. Like all others, older campers will quickly respond to good leadership, but to a degree unknown to their younger brothers, they will also quickly recognize weak leadership and will be much more critical of it. Moreover, counselors of older campers must have clearly defined ideals and qualities because boys at this state of growth are influenced more by example than precept.

Organizational Set-Up

The organizational set-up of a camp will determine to a large extent the program and degree of its success. In order to have a program that will meet the interests and needs of all age groups in a particular camp the organizational scheme must be such that various age groups may plan and execute a program without it interfering with others. The organizational set-up provides the kind of tools, either good or bad, with which the counseling staff must work. A good workman never quarrels with his tools, because before he starts a job he makes sure that he has the proper tools needed for that particular job.

In the decentralized camp the campers are divided into major groupings not larger than twenty-eight, with a two-year age range in each. These major groupings may be villages or sections, and are usually divided into smaller groups called tribes or cabins of not more than seven campers, with a qualified counselor in charge of each group. The counselor-to-camper ratio for those ten years of age and younger should not exceed one to five. The major divisions should be so separated geographically that they may function, as far as program is concerned, independently of each other. This plan of organization is in keeping with recent camping trends and progressive education.

The decentralized camp allows for greater freedom of program planning. It provides for better supervision and guidance, and lessens the emotional strain on campers. It also provides an opportunity to plan the entire camp program so that it is a graduated series of experiences. These values deserve careful consideration by camp directors in the light of their present set-up and the age groups which they are serving.

Older boys can be adequately provided for in a camp with younger boys if the organizational set-up is such that they are located away

from the rest of campers in a challenging camp environment. The older campers' village should be so arranged that counselors need not sleep in the tents or cabins with the boys but in a counselor's quarters. Older boys should not be overprotected but allowed more freedom. They should be encouraged to assume responsibility and show independence and initiative, in this way they will more quickly prove their worth and demonstrate their previous training.

The older boys' Village Council, composed of one or two representatives from each cabin group, meets with the village chief or head counselor and makes program plans. These plans are reported back to the cabin members and camp director for clearance. The ideals of democracy can be exercised and appreciated in a situation such as this. The making of decisions and the facing of the consequences of decisions and actions are techniques of leadership that should be stressed particularly with older boys.

Program Suggestions

1. Sleep-ins and cook-outs: This program starts when the campers rise late and at will and prepare their own breakfast. A special trip is planned and food enough for dinner and supper is taken along. Campers return to camp in time to be in bed and quiet at taps. Arrangements for this program are made in advance with the camp director and the chef who helps prepare the menus for meals cooked out.

2. All-camp evening programs are giving way to more frequent village and cabin evening programs planned by the campers. Discussions, campfires, evening hikes, boating, canoeing, sailing and free nights are popular among older boys. Counselors from foreign lands or those who have traveled extensively can often be used as informal discussion leaders. "Free nights" mean evenings during which the campers are free to make their own choice of program, but are busy nights for the staff who should be alert to direct programs and encourage the backward boys into some constructive program.

3. Difficult hikes and mountain climbs, especially reserved for older boys.

4. Overnight camping trips that may be extended over a period of several days.

5. Deep-sea fishing trips or a cruise on an ocean schooner.

6. Planned visitations to nearby colleges and universities.

(Continued on Page 25)



Do Eagles Steal Children?

EVER since time began man has told and believed myths about the wonders and secrets of Nature. A few centuries ago people believed what we now know to be utter fantasies. Even at that there are still many beliefs in existence today that are as false as the once-believed fact that the earth was flat. Many of us can still remember when the tomato was called a "love apple" and was considered poisonous.

Let us have a first-hand look into the files of the National Wildlife Federation and get an idea of exactly what's what in wildlife.

In these modern times people still ask (and some believe it) if there is any such thing as a Hoop-snake—a reptile that takes its tail in its mouths and rolls along the ground.

Fantasies and False Beliefs About The Woods

Queer Quirks of Nature

*Photographs by U. S.
Biological Survey*

As you have probably guessed by now, there is no such thing as a hoop-snake. The authority for this statement is Dr. Doris M. Cochran, Assistant Curator of Reptiles and Amphibians of the Smithsonian Institution at Washington, D.C. According to Dr. Cochran, the theory that a certain snake was capable of rolling along the ground probably was instigated by the antics of the "hog-nosed snake." This reptile is a very clever faker and when in danger, writhes and contorts as though dying. Dr. Cochran says she has seen a hog-nosed snake roll a few inches on a laboratory floor, but this is far from cruising over the landscape in the fashion still believed by many people.

That snakes milk cows is another fallacy that still persists in the minds of many people. In the first place, the amount of liquid consumed

Do Wolves Attack Men?



By
Cleland
van Dresser
National
Wildlife
Federation



Canvasbacks—How fast do they fly?

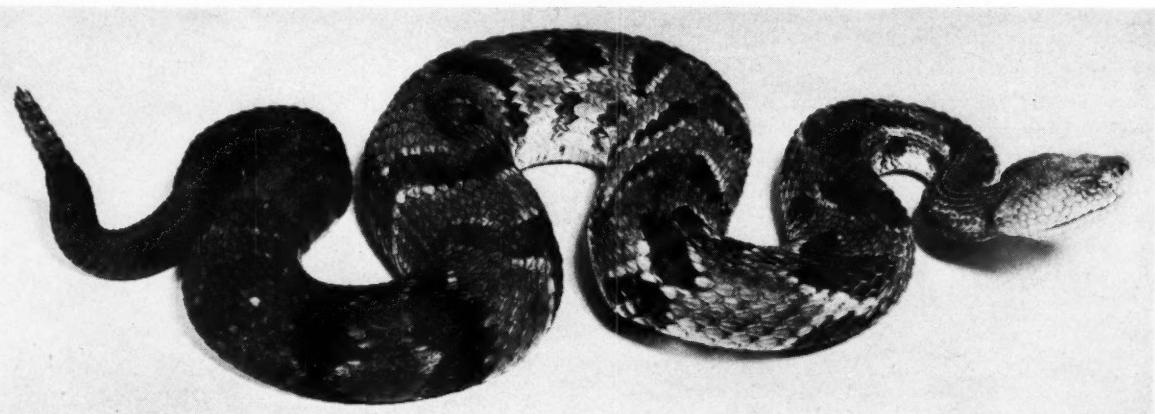
by a reptile is very small. And, in the second place, snakes are equipped with sharp teeth. It is highly problematical if Bossy would submit to such ungentle attentions without letting fly a hoof or two. This theory possible got its instigation when some farmer observed a snake wrapping itself around the leg of a cow by accident.

Everybody knows that Rattlesnakes rattle when they are annoyed or when they are about to strike. But, do they *always* give out that warning? As a rule, the rattlesnake is a good sport and usually sounds off before launching

to the attack. The noise is produced by shaking the tail, to which the rattles are attached. The Rattler shakes his tail because of nervous excitement or fear produced by imminent danger.

However, sometimes he is surprised so quickly that there is no time for nervous excitement or fear, and in such cases the Rattler *will* strike without warning. Incidentally, the number of rattles is no indication of the reptile's age. This snake gets a new rattle every time he changes his skin, which may be three during the first year of his growth. Also, he sometimes loses rattles by brushing his tail

Do Rattlesnakes always rattle before striking?





**Is the
Coyote a
Native of
Dixieland?**

against rocks, roots of trees and other obstructions.

A more or less common belief today is that birds consume a third of their weight in food every day. This would compare to humans eating 50 pounds or more of food every 24 hours, which certainly would make gluttons out of the birds.

Dr. Clarence Cottam, Chief of the Bird Food Habits Division of the U.S. Biological Survey, states that no general rule can be made for the amount of food birds consume. However, birds do eat more than other vertebrates (in proportion to weight) because of their high rate of digestion and great activity. Insect-eaters consume less than seed eaters, due to the fact that they have to search harder for their food.

Canaries have been noted eating more than their own weight each day. Taking a far different species, pelicans, averaging about 14

pounds in weight, eat approximately four pounds of fish daily. The champion eater appears to be the humming birds, for experiences have shown that these feathered mites will consume more than twice their weight in sugar daily. A young robin is a mighty hungry customer, also, for numbers of them have been observed consuming twice their own weight in 24 hours. However, as was said before, food habits among the birds vary widely, so the National Wildlife Federation can make no generalized statement.

Many requests have come into the Federation concerning which animal gives birth to the greatest number of young at one time. It's pretty much an even-steven race between the 'possum and the coyote. The 'possum has the highest average, bearing between six and 13 in each litter (the young are about $\frac{3}{4}$ of an inch

(Continued on Page 31)

**Did the
Buffalo
Inhabit
the
Eastern
States?**



Athlete's Foot Can Be Wiped Out

By

Mrs. Henry J. John

**Director, Camp Ho-Mita-Koda
for Diabetic Children**

ATHLETE'S FOOT or Ringworm, a common fungus infection of the hands and feet, has spread to such an extent that a great majority of the urban population of the United States is infected. Locker-rooms, showers, swimming pools in hotels, schools and athletic clubs, and bath-houses have been largely responsible for its dissemination. The incomplete knowledge of its nature, the difficulties of its prevention and cure, have done more to enhance its spread than to curtail it, even where an honest effort has been made to control it.

The accepted method of control in almost all institutions is inspection of the feet, denying swimming or other barefoot activities to everyone having even the tiniest lesion or scaling between the toes. This is radical prevention, often weeding out the non-infected as well. Next, each person passing examination is forced to step into some strong solution of a chemical or commercial disinfectant. Often this strong solution *causes* those very cracks, irritations and moist places whereon the fungus can attach itself. And it must be assumed at the outset that no place is entirely sterile. One cannot boil the edge of a swimming pool or shower-room floor for a half hour, and that is exactly what would be required daily to insure safety. That same length of time would be required for standing in the germicide to assure complete disinfection. Imagine what fun! Definitely the use of solutions should be ruled out.

For those having contracted the disease the accepted medicament in the past has been the use of Whitfield's ointment, lead-oxide, other mercury ointments as well as coal-tar products. All have definite fungicidal properties, but are almost all too strong for sensitive interdigital skin, causing natural irritations and lesions as well as, in some cases, allergic complications. They must be used with care.

The Standards Committee of the Lake Erie Section of the American Camping Association, concerned with the matter, attempted to give the camps in this area as complete a recommendation as possible for the prevention and

care of the disease in camp. The following procedure was secured from a dermatologist connected with the School of Medicine of Western Reserve University who was personally interested in the problem but who wished his name withheld. The formula for the ointment is published with his consent.

"*Formula:*

Liq. carbonis detergents.	10%
Resorcin	5%
Ac. salicylic	2%
Phenol	1%
Zinc oxide	
Starch	aa
Petrolatum	
Lanolin	aa equal parts

This ointment can be used under three different circumstances:

"1.—For the protection of persons free from the disease:

"Daily application of a small amount between the toes. Rub ointment into the skin thoroughly. Never use an excess of ointment.

"Best time for application is before retiring or after bath or swimming. *It is very important to wipe interdigital spaces thoroughly before application.*

"2.—For the treatment of persons in camp who have a slight 'touch' of the disease; consisting of scaling or superficial fissures between the toes; ointment to be applied daily as above both to the feet and hands.

"3.—For the treatment of persons who would like to go to camp but are not eligible because of fairly severe involvement of feet or hands. In these cases the patient is put on the following routine twice daily at home:

"(a) Wash feet and hands with soap and water.

"(b) Soak for 15 to 20 minutes in a solution of potassium-permanganate made by dissolving two 5 grain tablets in a gallon of warm water. Open small blisters with the point of a needle if there are any; scrape or cut off pieces of dry skin.

(Continued on Page 30)

Iron In His Blood

The Story of a Problem Boy

BY thirteen Nat was a very real problem to his parents, his teachers, and most of his neighborhood; stealing, practical jokes and pranks, and a long series of incidents of playing hooky from school, coupled with an ingenious capacity for lying, seemed to be his prime acts of trouble-making.

Nat attended his first summer camp at this age. He was with a new group of children, but he adjusted to the group fairly well, and though he resented the physical labor required at chore periods, he did his share with fair grace. He had no trouble with his tent-mates and was very anxious to make good for a change, for here no one knew his past reputation except the director of the camp.

Less than two weeks after the camp had opened, Nat was showing off before a group of boys on a bridge over a near-by river; climbing all over the girders and with Tarzan-like swings, literally throwing his body from small brace to small brace under the bridge and climbing up the other side to the great amazement and admiration of his more cautious companions. At this moment a large dog came onto the bridge and was very friendly with the boys. Nat suggested that they see if the dog was a good diver. The boys all joined into the idea with enthusiasm, and Nat led the dog to the edge of the bridge and slowly but surely pushed him over. The dog landed in the river with a splash, was soon out on the bank, and shook the water from himself.

Nat gave him several friendly pats as he climbed the step hill to return to the campsite. He was taken quite by surprise when collared at the top of the hill as one of the counselors told him he should have been ashamed of himself for the way he had treated the dog. Soon the story of Nat's cruelty was all over the camp, and to Nat's amazement he found himself in disgrace. The boys who had been with him could not understand the situation any more than Nat could. That evening, court was held with the counselor who had witnessed the

By

Matt Werner

Director, Camp Ironwood

cruel deed that had been so much fun to the boys and the dog. Acting as though he was a prosecuting attorney, he decried the horrible act that he had witnessed and demanded just punishment. The director gave a talk on friendliness and kindness in human living, stating that such qualities should also be extended to dumb animals. He ended by saying that he would leave the matter in the hands of the court to decide what punishment a boy should receive who had shown such an utter lack of kindness and friendliness towards man's best friend—the dog.

The court was made up of the oldest boys in the camp, none of whom had seen the act, and the trial was terminated without anyone defending the culprit or without him even being asked to explain the situation himself. The verdict was that Nat should make two trips through the mill, and with a roar of delight the entire camp lined up, spreading their legs so that Nat, on hands and knees, could crawl down the line with each one paddling him on his seat as he went through. Nat was wild; he wanted to refuse, to fight, to swear, but as he had been getting along so well in a normal group, he decided to grin and bear what he considered an unjust punishment. Nat stood at the starting point, eyeing the long line of midget, junior and senior campers, and the large strong counselors scattered throughout the line, the last of whom was the two-hundred-pound athlete counselor who had seen him push the dog into the river. The blows at first were not bad; the counselors being reasonable; the older boys hitting hardest and in earnest; the younger boys swinging freely but with laughter. Then finally Nat reached the big counselor who took two rapid blows with his left and right hand that sprawled Nat out flat on the ground. The counselor picked him up and told him to go to the head of the line for his second trip. Nat glared at him and let out a scream: "You can go to hell, and all the rest of you, too," and tore for his tent fully expecting to be dragged back by

main force. But to his great surprise he was not further disturbed.

After all had settled down for the night, and taps had blown, Nat, pretending that he was asleep, arose when he was sure that his tent-mates were sound asleep, packed his bag of belongings and quietly slipped out of the camp down the long road to town and slowly worked his way home.

That winter Nat had a six-month's seige of inflammatory rheumatism, and in the summer of his fourteenth year he went away to another camp, weak and shaky on his pins. It had been another winter of constant trouble for him so he was glad to get away and go to a new place again, filled with high hopes that he might be liked.

At this camp they carried on a heavy tutoring program. It was free to all whose parents desired tutoring. The thin, scrawny boy sat in an outer office as his father talked with the head of the camp. He heard the man ask his father whether his boy was to be tutored or have class lessons in any school work. He also heard the answer as his father said that he believed his boy could certainly profit by taking English and arithmetic as he had missed so much school due to his sickness, and that if Nat were willing he wished him to do so, but that he felt that the prime thing Nat needed was a thoroughly happy, healthy summer and the building up of his general physique.

Several days later Nat was standing by the doorway of the English class just before the period was over, waiting for a friend of his to come out. The director walked by and asked him why he was not in the class and Nat replied: "Because, sir, I am not taking English." The director told him that he not only must take English, but also arithmetic, as that had been his father's request. The boy looked up somewhat shocked and exclaimed that his father had said no such thing but merely told him that he thought it would be a fine thing if he did but that he didn't want to.

The director said: "Look here, young man, you can't talk to older people like that. Now you get in that English class and get in quick." All of a sudden a tremendous overwhelming, tightening feeling welled up inside of Nat. He tried to control himself; he didn't want to spoil things, but he couldn't stand the director's tone of voice or attitude, he couldn't help but feel injustice, and exploded with an over-reactive, almost yell of "I will not."

The director grabbed the boy, who fought to pull away and escape, but was physically pushed to the floor and pommeled on his back. The director threw open the class-room door and pushed Nat in, saying to the teacher, "Here is another pupil." The teacher looked at Nat and quietly said, "Take any seat you wish, Nat," and finished his class as though the boy were not present.

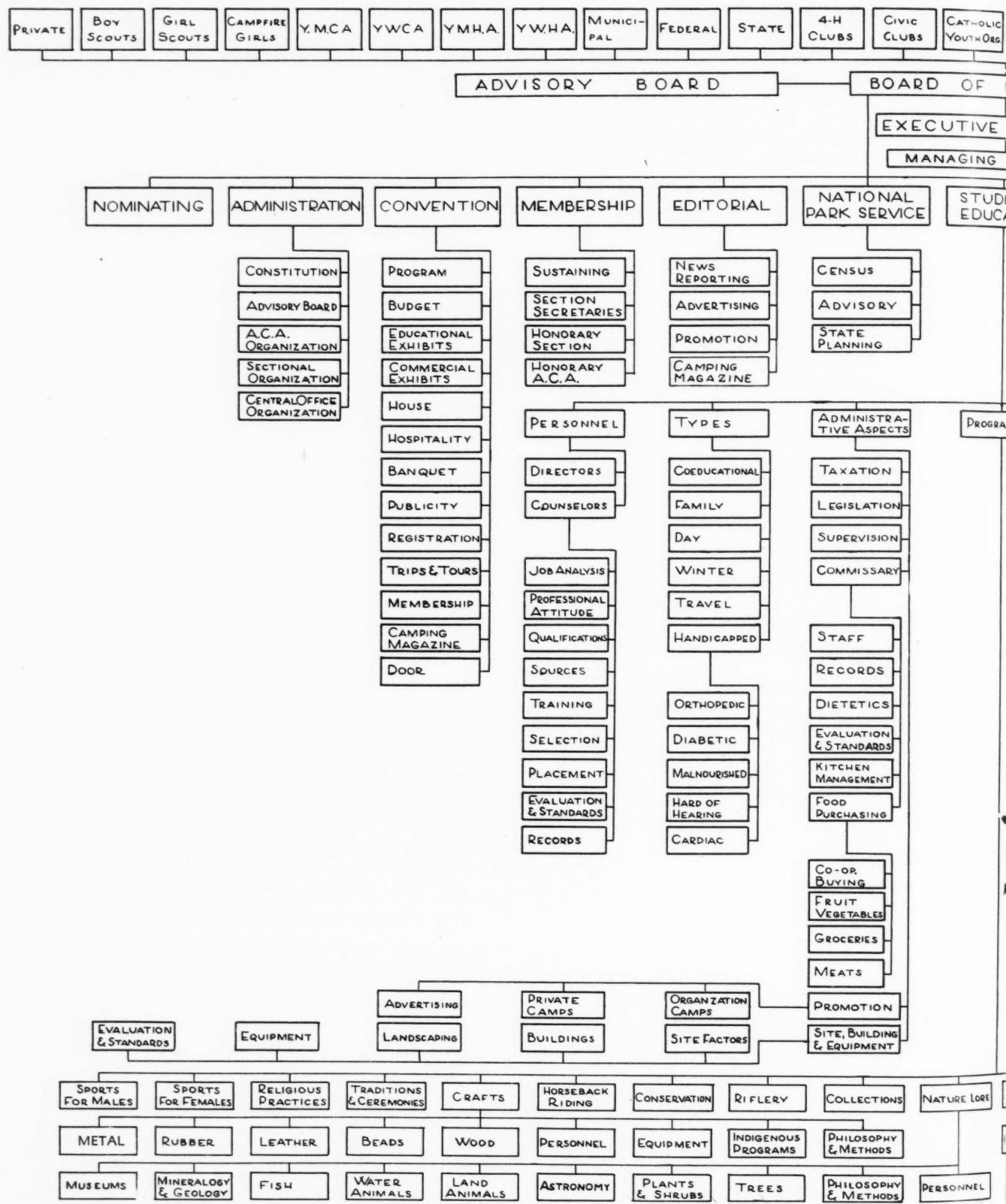
For several days Nat attended the class, sitting in the rear of the room, waiting with intense antagonism for the teacher to assign him work or try to get him to participate in class discussion. But the teacher never did more than to nod with a friendly smile when he entered the room and to ignore him until the next day when he returned to class again. Nat was now so thoroughly angry that he almost resented the fact that the teacher did not press him, and in the meanwhile he was awaiting an answer from a letter to his father, stating that he not only did not have to take class work now but that he had never stated such a thing. To Nat that was to be a triumphant victory, which was the only reason that he did not run away from the camp.

By the end of the week, try as he would, he could not keep his burning resentment to the boiling limit, nor could he help himself in becoming interested in what the teacher had to say in the English class. So one day at the end of class he asked the teacher if he was not going to give him lessons to do. The teacher smiled and asked him what he would like to do, and Nat immediately replied—"Nothing." Again the teacher smiled and said—"Well, Nat, I have nothing to say about the boys who come to my classes; my authority only commences after they arrive. I know that you don't want to be here, and I am sorry that you are forced to come, but while you are in the class I assure you that I will never ask you to do anything that you don't wish to do. I cannot teach a boy who does not want to learn, so you are more than welcome just to sit in the back of the room as long as you don't disturb the others. If you should become interested and would like to receive assignments, just let me know."

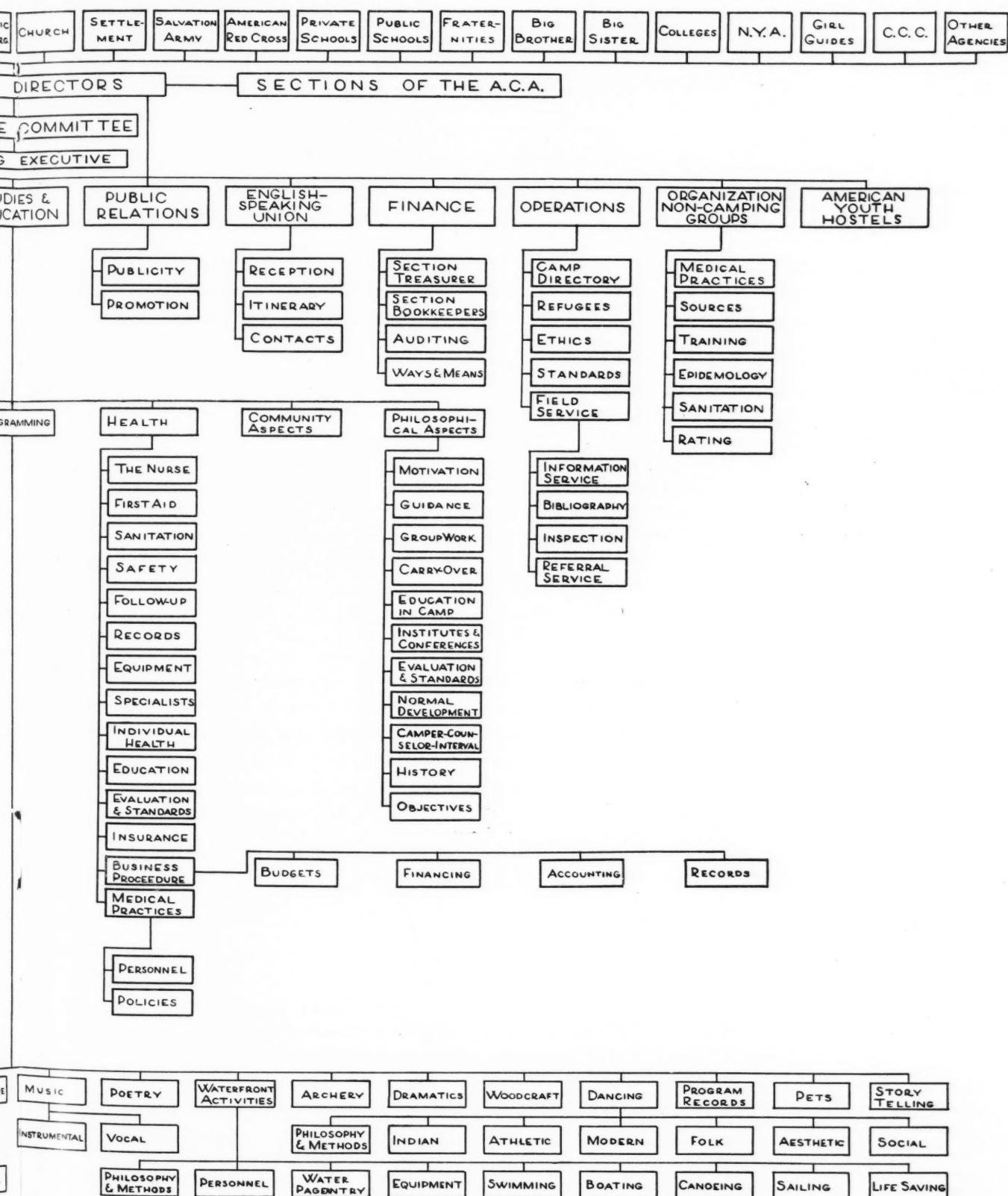
Nat left, not only astonished, but with a little feeling of shame which he couldn't quite understand, for he knew that he was in the position of being right and had no reason to be ashamed, yet nevertheless, the feeling he was experiencing was unmistakably that of shame.

(Continued on Page 27)

AMERICAN CAMPING ASSOCIATION STRUCTURE AND



SOCIATION INCORPORATED AND COMMITTEES



The Camp Administrator Takes A Look At College Training Courses

OUT of a personal desire to improve the Camp Counselor Training Course at Indiana University from the point of view of content and presentation, together with a broader interest in the practical and professional demands now required of prospective counselors, the following study was undertaken.

A questionnaire survey was made concerning the professional qualifications and responsibilities of the counselor; and the contents considered essential to a college camp counselor training course. It was the ultimate aim of the writer to discover what the camp-trained person expects of the prospective counselor, and how university and college training courses can more adequately prepare students to meet these needs.

More than fifty camp representatives were contacted. Over ninety per cent were camp directors of private, semi-public, organization, and community camps.

Eight hundred odd years of camp experience with boys, girls, and adults substantiated the replies. The writer is fully aware that this study is merely a sampling. Its limited scope cannot be considered predictive in any great sense, yet several facts were revealed which may provoke further thinking.

First, it would seem that because of the great diversity of offerings in the various colleges and universities the aims and objectives of the courses varied considerably. Several courses entitled *Camp Leadership* or had the same incorporated within the title omitted the "counselor" entirely and concentrated for the most part on a specific place of the program such as "campcraft," "nature," "out-door cooking," and the like.

According to the sentiment expressed by the directors, the three most important phases of a camp training curriculum should center about the "counselor." The ratings indicated the following should be given primary consideration: Responsibility of the counselor, counselor

By

Jean Bell

Physical Education for
Women, Indiana University

relationships with campers, parents, director, etc., and the personal and professional qualifications of the counselor. The subject of the "counselor" seemed in the main to be of most vital concern to them,

irrespective of program and administration. This forcibly indicates where a great emphasis in the training should be placed. Oddly enough in the survey of courses the personality of the counselor, his character, his ideals, his living philosophy and his special training needs were more frequently omitted than included. To these the directors would give foremost consideration.

Secondly, the directors would like greater stress placed upon the newer trends and concepts of camping education. They are desirous of having counselors cognizant of the modern educational, philosophical, and social trends in this and correlated fields. They want their staff to be fully aware of the part camp can play in the child's experience beyond the camp grounds and after the two week or two month session is over.

Thirdly, another phase of the camp training curriculum which is rated as the fifth most important consideration by the directors is that of "camp safety." With a growing emphasis throughout the country on safety and safety education it is interesting to note that camp representatives are also feeling the need for safety education especially applicable to summer camping conditions. This phase was decidedly lacking in many courses of study.

The results of several questions in the section of the questionnaire dealing with the professional qualifications and responsibilities of the counselor may be of interest to the prospective counselor and his employer.

1. Fifty-nine per cent thought the counselor's first responsibility was to cabin group. Ten per cent thought it should be to the program, and ten per cent to the administration.

(Continued on Page 30)

The House That Jack Built

IT all began the morning after the hurricane. When I saw those windrows of straight pines and hemlocks lying flat, like a platoon of infantry firing from the prone position, I thought of the camp boys. How they would like to be here and see what the big wind had done! What fun to turn lumberjacks and help clean it all up! That very day we started a crew of grown-up boys to do the job. We were busy. When the last stack of clean, fragrant lumber was piled, again I thought of the boys and promised, "Next summer you will have your turn."

At the camp reunion that winter I told the boys the story of the hurricane, the lumber, and the model cabin we were going to build. The idea stirred the boys' interest at once. A prize was offered for the best set of plans drawn by a camp boy.

There is a deep, primitive desire in the natures of some boys to do the things their grandfathers did—to explore, to climb mountains, to ride a horse, to hunt, to find adventure, and to build. These desires deserve encouragement, and often camp is the only place where they can find expression.

A few days after camp opened I called Phil, who had won the prize for the best set of plans, and Whitey, who is a born carpenter and leader, into conference. Phil was appointed architect and Whitey timekeeper and "labor relations" man. The two boys were to select the crew of

workers from the volunteers who applied for jobs. No boy was to work more than two hours a day, and was to receive twenty-five cents an hour if his work was satisfactory to Phil and Whitey. This plan was announced, and labor was plentiful.

Charlie and Andy, real New Hampshire Yankees, who can do anything from shoeing a horse to building a church, were on hand the first morning to set the corner stakes and show the boys how to put up the batten boards and level lines. Holes were dug while some of the boys were making board forms to set in them and fill with cement for foundation posts. Soon the heavy timbers for the sills were cut, laid, and joined. With such willing hands the posts were set up and the plates laid in a day.

The interest in this building project was remarkable. It became a topic of conversation. Men and boys stopped as they passed, to exclaim at the progress made. A building of this type grows and takes form with almost magical rapidity for the first few days. The boy builders were delighted. Counselors stopped to lend a hand, felt the novel satisfaction of creative work, and returned again and again for their saws and hammers.

Then there was a halt . . . the rafters . . . a tough problem. Charlie and Andy went into a huddle. The next morning with them came a stocky, active man. Has he the answer? The

(Continued on Page 24)

By

W. H. Bentley

Director
Camp Wyanoke
New Hampshire



Editorial

"They Are Not Capable"

If you and I, as human beings, like to live in an autocratic state, controlled by a dictatorial government, then by all means the camp should operate in autocratic fashion. If the totalitarian state offers you and me more promise of human growth, achievement and satisfaction, then it should be the ideal regime in camp. If living under an absolute dictator appeals to us in the larger society, then the camp director might set himself up as the dictator of his little empire and rule his camper-subjects with an iron hand. If you and I like to be regimented in our everyday life, then it might be permissible for us to regiment our campers.

If we like to have our recreational activities arranged by others without regard to our own interests and likes, then it would doubtless be acceptable for us to impose on our campers our ideas of recreation whether or not they like it. If we find it acceptable to have our every move scheduled by our superiors, then it would doubtless be permissible to schedule every moment of the camper's day. If we like to be exploited in order that the record of someone else may look good, then there would be little objection to the counselors' exploiting the campers for the sake of their own records. If we like to have our own lives regarded as of less value than the property on which we live, then it might be acceptable for us to think more about the camp, as such, than about the growth of the individual campers. If we, as human beings, enjoy mass activities, in which we are regarded as mere checkers to be shoved around by mass-minded leaders, then it would probably be acceptable to the camper to have the director forget him as an individual and manipulate him in such a way as to enable the camp to make a good appearance.

If, on the other hand, you and I prefer to live in a democracy, then a democratic camp should be desirable for the campers.

But, we hear, democracy will not work in camp. Why? Because *children are not capable of it*. In so saying we are taking the words right out of the dictators' mouths. Dictators throughout the ages have said, "The people are

not capable." European dictators today are saying "*The people are not capable.*"

It goes without saying that the campers are not capable of democratic living completely and fully. Neither is the non-swimmer able to swim. For this reason we do not keep him out of the water—we put him in the water, and under careful instruction and full protection, we teach him to swim. We learn by doing in social relationships as in other things. We learn to live the democratic life only by living it—under guidance and protection. We prepare campers to live as democratic citizens only by allowing them to live, here and now, in a democratic environment keyed to their capacities.

"A democracy is inefficient"—yes, and if all we seek is efficiency in routine operation, we should turn to the autocratic camp. "The democratic way is difficult of administration"—again, yes, and if all we seek is ease of operation, we should set up a little autocracy and free ourselves of constantly recurring problems. "Democracy is slow-moving"—once more, yes, and if all we want is efficiency and speed, we should turn to the swift, decisive, direct commands of authority.

But there are more precious goods at stake than efficiency in routine operation. If our primary objective is the growth of the camper, his social adjustment and emotional maturity, his capacity to make intelligent choices and to regulate his own conduct, then the democratic way looms as far and away the most promising scheme available.

We seldom find a director of an autocratic camp who admits that he is autocratic or even feels that he is such. He is merely "*an efficient administrator of camp routine.*"

Democracy is an attitude of mind—it is a sincere, wholehearted respect for persons, a regard for persons that holds them as of greater worth than property, profits, equipment, or favorite camp activities. It is a faith in human possibilities.

Given this attitude we cannot run roughshod over campers or counselors in any respect. Minus this attitude on the part of the director and his counselors, the chances of a democratic camp are small indeed.



Photographs
by
R. Alice
Drought

Winter or Summer

It's Always

AMERICA THE BEAUTIFUL

"I know not how, in other
lands,

The changing seasons
come and go;

What splendors fall on
Syrian sands,

What purple lights the
Alpine snow."

— Whittier



CAMPING MEETINGS
at the
National Conference of the
Progressive Education Association
Palmer House, Chicago

Thursday, February 22, 1940

9:00-10:15 A.M.

"The Role of the Camp in Education"—Helen Ross, Research Associate, Chicago Institute for Psychoanalysis; Consultant, Institute for Juvenile Research; Director, Camp Kechuwa.
Introductions: Ronald J. Gleason, Chairman, Chicago Camping Association.

Discussion Leader: W. Arthur McKinney, Scout Executive, Boy Scouts, Chicago Council.

Discussants: Victor L. Alm, Harry D. Edgren, Julian P. Hargrove, Mrs. Olive P. Hazel, Robert D. Hicks, Mrs. Emily Lloyd.

10:30 A.M.-12:00 Noon

"Narrowing the Gap between Camp Standards and Camp Practices"—Dr. Hedley S. Dimock, Dean, George Williams College, Chicago.

Introductions: Mrs. Eleanor P. Eells, Director, Olivet Institute; Director, Druce Lake Camp.

Discussion Leader: Roy Sorenson, Assistant General Secretary, National Council, Y.M.C.A. (invited)

Discussants: Lucy P. Carner, Mary V. Farnum, Ella Ross, Dorothy Sabiston.

12:00-1:30 P.M.

Luncheon meeting—Illinois Room, Palmer House. Greetings from Dr. Charles A. Wilson, President, American Camping Association and Ross L. Allen, Managing Executive, American Camping Association.

Hostess: Mrs. Dorothy M. Brown, Council of Social Agencies of Chicago.

As it is necessary to give Palmer House officials an approximation of the number that will attend the luncheon meeting, we ask you to send in your luncheon reservation immediately. Luncheon cost will be \$1.25.

1:30-2:45 P.M.

"The Year-Round Camp as Adjunct of the Public School"—Dr. Thomas Alexander, Teachers College, Columbia University; Director, Camp Happyland.

Introductions: Dr. Charles A. Wilson, President, American Camping Association.

Discussion Leader: Mary E. Murphy, Director, Elizabeth McCormick Memorial Fund, Chicago.

Discussants: Jack C. Anderson, Harvie J. Boorman, Barbara Ellen Joy, Dr. Lucille Marine, Etta M. Mount, Dr. Russell Smart.

Book Corner

Daniel Boone—Master of the Wilderness

By John Bakeless (New York: William Morrow & Co., 1939) 480 pages. \$3.50.

Whether or not you like the man, particularly his Indian-shooting proclivities, you will be entertained by this anecdotal biography, a carefully done and authenticated analysis of the part its hero played in the settling of Kentucky. Although it describes the "Master of the Wilderness," the book is singularly barren in respect to woodcraft information or informative descriptions of woodcraft skills (and Boone and Co. possessed many such skills), yet it does set forth once more the familiar history of the wars, skirmishes, and the dates of this and that, all viewed through the eyes of the white man. It argues well the pioneers' side of the cause. But as old Daniel reaches his feeble years, we find ourselves in quite a sympathetic mood after all. We must remember that the man was a product of his times. The book is apropos for the outdoor leaders reading it.

Camp Leaders' Manual

(Chicago: Board of Education, The Methodist Church, 1939) 80 pages. 50c.

A manual for the guidance of leaders of camps under church auspices, dealing with various administrative problems, camp planning, leadership training, and programming.

How To Make and Play a Shepherd's Pipe

By Augustus D. Zanzig (New York: National Recreation Association, 1939) 32 pages. 35c.

Complete instructions on making shepherd pipes of various types and tones together with music and instructions for their use.

The Party Book

By Mary Breen (New York: A. S. Barnes & Company, 1939) 354 pages, illustrated, \$2.00.

A book of programs for parties for holidays, special occasions, banquets, dances, picnics, etc. There are suggestions for invitations, decorations, and refreshments as well as for games. The book was prepared for the National Recreation Association, and Part II brings together much of its party material previously published in pamphlet form. It is illustrated by Hamilton Greene.

A Camp-Assembled First-Aid Kit

DURING the course of an ordinary camp season, a certain number of minor injuries must be expected. Although we firmly believe in the old adage, "An ounce of prevention is worth a pound of cure," we also believe that it is wise to be prepared for emergencies. Therefore, each group of campers leaving the campsite on a trip carries as part of its equipment a first-aid kit for emergency use. Since as many as six groups may be on trips at one time, we must have available at least six outfits.

We have found that the first-aid kits sold by supply houses often lack what we want, contain materials we do not need, and as a rule are too expensive to be bought in any number. Therefore we have assembled our own kits. At one time we used a coffee can as the container, but, too frequently, we were reminded of its two disadvantages—the bulk of the case, which interfered with packing; and the fact that the item needed seemed always to be on the bottom of the case. Recently we have improved our home-made outfit, keeping these points in mind: the accessibility of the articles, the ease with which the case can be packed, and the cost.

The chief problem seemed to be the finding of a suitable container. We finally decided that a small fishing tackle box would serve our purpose. It is flat, so there is no necessity for placing one article on top of another; it is partitioned, so each article can easily be kept in its place; it is made of metal and is small, so that packing is no problem.

The case we use is a pocket-size tackle box, $7\frac{3}{8}$ by $4\frac{3}{8}$ by 1 inches. It is olive drab in color and can be purchased at any of the large mail-order houses or sports-equipment stores for not more than twenty-five cents. It has one large and three small compartments, and a tight-fitting lid. (For further protection a canvas cover may be used.) We line the bottom of the case with thin layers of sponge rubber, which act as a shock absorber, and also absorb any liquids which may accidentally be spilled. Heavy blotters may be used for the same purpose. In the lid of the case we glue an ordinary library-card pocket to hold typed instructions for use of the equipment, and a printed first-aid book.

By

Josephine F. Murphy, M.D.
The Joy Camps

Materials purchased to assemble six kits is as follows:

Article and No.	Size	Cost
Tackle box (6)		\$1.50
Screw cap vials (54)	1 dram	.10
Ointment tins (6)	$\frac{1}{2}$ ounce	.10
Bandage (6)	1 inch	.20
Steripads (100)	small	.25
Bandaids (1 box)	assort.	.25
Adhesive tape (6)	1 inch	.50
Tincture of Iodine	1 ounce	.10
Ferric Chloride 5%	1 ounce	.15
Calamine lotion	1 ounce	.15
Arom. Spts. Amm.	1 ounce	.15
Boric ointment	3 ounces	.25
Total		\$5.60

Average cost per kit, 94c.

Additional material can be supplied from the camp's general stock, i.e., cotton, needles, pins, salt, soda, tongue depressors, swab sticks and aspirin tablets.

The cost of each outfit will be approximately one dollar. In reality the kits can be assembled at a much lower figure. The prices quoted are in each case the highest a druggist would be likely to charge, and are for quantities that will not only supply the original six outfits, but will also furnish refills for each of two kits. Moreover, substitutions may be used. In place of the screw-cap vials we use rubber-stoppered vials that originally contained material for Shick testing, thus cutting a dollar off of the total cost. We also sterilize our own dressings, and

(Continued on Page 32)



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OSBORN BROS., 223 West Jackson Blvd., Chicago

Canoeing Standards for Camps

Detailed described strokes and tests for boys, girls, councilors. A simple illustrated 16-page "bible" of canoeing used in most camps for the past ten years. All who demand safety should have it. Thought out-of-print, some copies recently discovered. While they last—35c each—3 for \$1—10 for \$3. Send stamps or checks to E. M. Healy, 48 Jane Street, New York City.

GIRLS' CAMP FOR SALE

Well established girls' camp in the beautiful Berkshire Hills, Massachusetts. 1890 feet elevation. 200 acres. New first class equipment. 12 buildings and cabins. Capacity 50. Three miles of bridle paths. Owner retiring from camp work. Write Box 303, Camping Magazine, Ann Arbor, Michigan.

MATURE COUNSELOR: Wishes to teach general activities. Can tutor in sciences and languages. Resides in Virginia. Write Box 989, The Camping Magazine, Ann Arbor, Michigan.

DIRECTOR WANTED: A woman who is interested also in possible purchase of the camp. A Girls' camp well established and equipped for fifty girls. Main staff remaining this year. Progressive types of method and program. Woods and water sports carried on with emphasis on exploration and long canoe trips. Location in Canada. Write Box 648, The Camping Magazine, Ann Arbor, Michigan.

The House That Jack Built

(Continued from Page 19)

boys gathered to see. Two long 2 x 6's were laid out. The steel try-square, with its mysterious figures, was moved about, and black lines drawn on the timber. The sharp saw did its work at both ends. Ladders were brought and the timbers raised carefully. The notched lower ends fitted exactly on the plates and the top ends came together as if they had grown that way. "Hot Dog! he knows the answer!" and by night every rafter was in place!

And so it grew. More slowly now, and more help from Charlie and Andy as the finish was put on, the doors and windows hung, and the

front and back porches completed. Every piece of lumber used grew within two hundred yards of the cabin.

One sunny morning Charlie and Andy appeared with brushes and pails of paint. Soon the cabin had a coat of beautiful silver gray, with trimmings of bright verdigris green.

This cabin has ample room for eight beds—six boys, a counselor, and a Junior counselor. It has a five-foot porch in front and rear. The back porch is built into the building the full width and has a toilet room with flush closet, at one end. The interior finish of the cabin is 75% linseed oil and 25% turpentine, brushed on and rubbed down. In each corner there are two roomy lockers, each three feet wide and four-and-one-half feet high, with three sixteen-inch shelves. All the boys' possessions can be kept in these lockers and the trunks stored in a balcony over the back porch.

It was real fun to build this attractive useful cabin. Already I am having requests from small boys who want to live in "The House that Jack built."

Course in Camping Education

The Ontario Camping Association and the Margaret Eaton School are providing a course in Camp Education during February and March. The first part of each evening will be devoted to lectures and the second to practical activity groups. Miss Dorothy Percival of Montreal will be the guest speaker and will consider the topic "Qualifications of Camp Counselors." Other speakers will include Mr. Taylor Statten, Miss Mary Edgar, Miss F. Somers and Dr. J. H. Ebbs. Chairman of the Course, Mary L. Northway, University of Toronto, Toronto, Canada.

Camp Conference in Philadelphia

One of the most important of the camp conferences of the year will be held in the Hotel Benjamin Franklin in Philadelphia on March 1-2, under the sponsorship of the Pennsylvania Section of the American Camping Association. An outstanding program has been prepared, involving prominent camp leaders of national note as speakers. There will also be clinics, demonstrations and curbstone sessions, and an unusually representative display of commercial exhibits in the booths. A Counselor Placement Bureau will also operate as part of the Conference. The Convention is open to camp directors, counselors and everyone interested in camping, including parents.

Those desiring further information may contact David B. Dabrow, 5706 Wyndale Avenue, Philadelphia.

IS THERE A PLACE in your camp staff for me? Six years camping; four acting as staff member; junior in college; music major; track team; strong swimmer; Eagle-palm Scout; assistant scoutmaster; age twenty-two.

Mark Moody, Jr., Grinnell College, Grinnell, Iowa.

Older Campers

(Continued from Page 9)

7. Hobby days when the usual camp schedule gives way to the pursuit of hobbies by the campers. Bag lunches may be prepared by the camp chef which will allow the campers to leave the camp in organized groups. Golfing, visits to a zoo, attending a farm auction, county fair or summer theatre, fishing trips, completing a project in camp—these are a few suggestions for such a program.

8. Camp-development projects such as the construction of shelters, bridges, archways, outdoor theatres, trails and towers. The camp morale will be in direct proportion to the amount of work done by the campers for the camp and others.

9. Older campers who possess leadership abilities should be given an opportunity to help counselors with the younger boys' program. These boys may be called counselor-aides or counselor apprentices and should be put through a training program which may ultimately qualify them to become counselors.

10. A planned visit to another camp. This may be a short visit or an extended one lasting for several days. Many desirable things may result from such an experience.

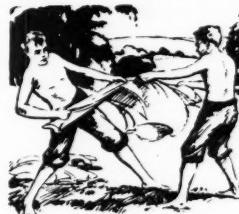
11. Organized clubs around a particular interest appeals to older boys—the Robinhood Club for archery, the Daniel Boone Club for boys who like adventure and exploration trips, and the Skipper's Club for boys interested in sailing, these are a few possibilities. Such groups often assume some leadership in their particular interest.

12. Country folk dances taught by a local caller and danced to the accompaniment of a local fiddler. Arrangements may be made with a nearby girls' camp to join in an evening of folk dancing and games.

13. Restoration of antiques given to camp by local farmers for camp museum.

14. Construction of a log cabin. Plans for the cabin could be worked out during the winter

Free Wardrobe List Service



To Protect Your
Campers and
Your Camp
With

CASH'S WOVEN NAMES

For years schools and camps have used and recommended CASH'S WOVEN NAMES TAPES for marking because they are neat, permanent, safe, economical and known everywhere. They stand up better under hard usage than any other marking method.

This year Cash's offer, in addition to the regular highest quality CASH'S WOVEN NAMES, a cheaper grade

JACQUARD WOVEN NAME TAPES

for those camps and campers who desire the utmost in utility at the lowest price.

Your campers ought to use woven name tapes made by CASH'S—and to help you enforce your requirements we will supply FREE order blanks, wardrobe lists, etc., on request. Write for information, samples and prices.

CASH'S
20 Camp Street, So. Norwalk, Conn.

A Practical New Guidance Manual

SOLVING CAMP BEHAVIOR PROBLEMS

By J. Kenneth Doherty

Head Track Coach, University of Michigan

DR. ROSS ALLEN, Managing Executive of the American Camping Association, says: "This book has impressed me greatly because it not only presents the theoretical, but also the practical solutions of many problems in camper behavior that the counselor and the director face." The concise information supplied and the guidance procedures presented apply equally well to group work in the recreation center, gymnasium, club and classroom

50c

Invaluable for Directors and Counselors

INTEGRATING THE CAMP, COMMUNITY AND SOCIAL WORK

By Carr, Valentine, and Levy

A study that is unusually important for all camp directors. The authors report on the effect of all available social work techniques and agencies on 88 boys who had proved difficult to handle, using the camp as the social setting and camp counselors for the continuous relationships with the boys.

\$2.00

ASSOCIATION PRESS, 347 Madison Ave., N. Y.

months. A woodsman should be secured to advise and help in the construction of such a cabin.

15. An old car given to older campers to repair or dismantle. Boys who are mechanically inclined will get many hours of enjoyment out of such a project.

16. Construction of a "pirate ship" under the guidance of a boat builder.

17. Organization of the older campers into fire patrols. State fire wardens can be secured to help plan a program of fire protection.

18. Bee-line hikes—a hike in which the participants decide to follow a course set by a compass without deviation. This is a challenging trip which may encounter mountains, rivers or swamps. Each obstacle encountered is a problem which must be solved. A good day should be selected for such a hike and adequate provisions packed for the duration of it.

19. Junior Conservation projects such as transplanting trees, thinning out, clearing slash, and landscaping have great appeal for older boys.

20. A camp farm project located on an up-to-date farm where a limited number of older campers assist with the many different jobs found on a farm. A well-planned project of this sort offers many opportunities to provide valuable experiences for city-bred boys.

21. Play day with a nearby girls' camp. This program may be worked out cooperatively with a committee of campers and staff representing both camp groups. A program of this type usually starts in the early afternoon and is concluded with a campfire or an evening of social games and folk dancing. The afternoon program may include volleyball, softball, tennis, badminton, hikes, canoeing, sailing, swimming and climaxed with a barbecue or cook-out.

22. Older campers are often the natural leaders in a camp situation. Because of this they should be encouraged to conduct themselves in such a manner that they will be setting good examples for younger campers. If older campers are properly reminded of this responsibility their attitudes and actions will prove of real value to the entire camp program.

A Challenge to the Camping Movement

If the summer camp is to continue as the "balance wheel of modern life" it must present a program that deliberately meets the needs of older boys. Industry has raised the employment age of youth; consequently, older boys cannot find summer employment as readily as

was possible ten years ago. The summer camp is in a unique position to offer youth a constructive and interesting program during the summer vacation. The world of tomorrow presents new frontiers and an ever-increasing number of complexities which cannot be evaded by the youth of today. Will the summer camp take advantage of this golden opportunity to help meet the needs of the older boys?

Camp Advertising

(Continued from Page 7)

1938—Original enrollment and sister brought two cousins

1939—Original enrollment, sister and two cousins brought another cousin

Magazine No. 1—7 years advertising cost \$2,752
—traceable enrollments 16—average cost \$172.
With friends and repeats, there have resulted
38½ more, making a total of 54½. Cost per
boy \$50.50.

Magazine No. 2—4 years advertising cost \$1,102
—traceable enrollments 6½—average cost \$170.
There have been 11½ additional enrollments,
making 18 in all at an average cost of \$61.

Magazine No. 3—7 years advertising cost \$3,585
—traceable enrollments 15½—average cost
\$231. Additional enrollment 12½, making a
total of 28 at an average cost of \$128.

These stories could be multiplied many times.

The magazines that are carrying camp advertising have made a real contribution to the camp movement in educating their readers on camping.

To cite a few examples of what the magazines have done for camping—One publication gave in free space about one page and a half a year for the last three years. If figured at the camp rate, it would be about \$1,400.

A second magazine gave 26,333 lines during the period 1936 through 1939. This space was devoted to special articles and pictures promoting camping. If figured at the camp rate, it amounts to \$13,318, and if figured at the commercial advertising rate, it amounts to \$123,350.

A third publication has contributed one thousand lines in editorial material on camping. If camp directors were to pay for this at camp rates, it would cost about \$3,400.

A fourth publication has contributed space worth \$3,500.

These figures would be increased considerably by adding similar contributions of editorial material by other magazines, also the camp contests of one description or another

with prizes awarded to winners—all done to make the readers of their publications conscious of the value of camping. The benefits of this promotional effort go to all camps—advertisers and non-advertisers.

The magazines also conduct information bureaus for the assistance of their readers, and the results of this effort should be credited to advertising because it is due to the advertising of these services in their respective magazines that the inquiries and enrollments are created.

The magazines conduct information bureaus for the assistance of their readers and each year are able to make many enrollments in camps—advertisers and non-advertisers alike. The following figures, while not complete, will serve to prove the effectiveness of the camp advertising that influenced these enrollments. Reports from only four publications follow:

1937—480 enrollments

1938—424 enrollments

1939—356 enrollments (reports not complete at time of publication)

1260 traceable enrollments in 3 years.

The enrollment rates of the camps receiving these campers varied from \$100 to \$350.

In one instance, the camps receiving these enrollments were located in 25 different states in 1939; 17 states in 1938, and 18 states in 1937.

In another case enrollments in 1939 were made in 107 different camps. Of this number, 79 enrollments were made in camps that advertised and 28 in camps that did not advertise in that particular magazine.

The magazine bureaus are organized to assist their readers; and in rendering this service, the camps, advertisers and non-advertisers, benefit.

It is not possible to purchase bureau service because the first consideration is the need of the reader, and the camp chosen must meet the particular case.

All camps that use national advertising may not report satisfactory results; but if all the evidence, pro and con, could be assembled in one place, we believe the evidence would be in favor of national advertising as a means of securing new campers. In 1939 there were 324 camps that spent a total of about \$58,000 in about 10 different magazines. Only 29 of these spent more than \$400. 48 of the 324 used four or more publications, 43 used 3 publications, 76 used 2 publications, and 157 used only 1 magazine. How revealing the figures would be if the results from every one of these camps

ONTARIO BOYS' CAMP FOR SALE

CAMP PONACKA on shores of Lake Baptiste, 200 miles from Toronto. Good roads. Well established camp—accommodates about 25 persons—two cabins, mess hall and kitchen, ice house and work shop—drilled well—basketball and volley-ball court, two paddle tennis courts, rifle range, jumping pit, two outboard motors, three boats, two canoes, life preservers, athletic equipment, books and all other necessary equipment and furnishings. For further information write to

L. K. BERGEY

3 Yale Road, Brookline, Upper Darby, Penna.

FOR SALE—Will sell or lease girls' camp. Best location in Michigan. Write Box 609, Camping Magazine, Ann Arbor, Michigan.

were available! If it is estimated that the average enrollment of the 324 camps is 50 and the average tuition only \$150, there is a dollar volume of \$2,430,000. And only \$58,000 being spent to promote it!

National advertising has been used successfully by many camp directors as one of the aids to the securing of new campers. When used intelligently, it should continue to produce inquiries and enrollments at a satisfactory cost. The following statement made years ago by John Wanamaker is full of sound suggestion to camp directors considering national advertising. He said, "If there is one enterprise on earth that the quitter should let alone, it is advertising. Advertising does not jerk—it pulls. It begins gently at first but the pull is steady. It increases day by day—year by year—until it exerts an irresistible power."

Figures used on file with N. W. Ayer & Son, Inc., Philadelphia, Pa.

Iron In His Blood

(Continued from Page 15)

That afternoon he left the physical activities he so thoroughly enjoyed and went to see the teacher and asked if it was too late for him to catch up with the class work. The teacher told him that it was not, and Nat asked him where he was to begin. He was asked if he enjoyed reading, and he replied that he did. He was told to go to the library to pick out any book that he would like to read, and that would be his first assignment; he could make both a verbal and a written report on the book.

Far in one corner, almost hidden from sight, Nat found "Thus Spake Zarathustra" by Nietzsche. As he read various lines he thought to himself, "Umm, I wonder if I can get by with this; this is funny stuff to have in a school

library—I'll bet it got in here by accident." The next day the teacher was quite amazed after class when Nat brought up his selection for his English work. He asked Nat if he understood the book. Nat said, "Gosh, I don't know whether I do or not, but there is an awful lot of good stuff in there; that guy certainly puts iron in your blood." With a friendly smile the teacher said, "Well, Nat, it is probably a good book for you to read just now—go to it!" Soon Nat was having numerous private meetings with his teacher while he was carrying around in his pocket a letter from his father, telling him exactly what he wanted to hear but which he had shown to no one.

One day he said to the teacher, "Say, I've got something to show you," and handed him the letter. On finishing the letter his teacher smiled and said, "Well, that's fine; now you will be able to drop these classes that you hate so much." Nat looked at him and said, "Gosh, you know I'd like to tell you something, but I hate to get myself in any more trouble than I have been in."

Again his teacher looked at him with one of those quiet, friendly smiles, and told him that he would have to decide whether or not to take the chance of trusting him. So Nat exclaimed: "Gee, you know I want to keep on taking English with you, and the funny thing is that I don't mind doing the Math either now, but the only thing I hate is to let the director get away with the raw stuff he pulled on me; yet I can't get even with him except by quitting these classes."

"Nat," said the teacher, "how do you feel about the director; what would you really like to do about him?" Nat answered quickly, "I would like to be able to beat him to a pulp." The older man smiled and said, "Well, why don't you buckle down to work, plan a special course of exercises, and build yourself up until you are strong enough to do that?"

The boy gasped and suddenly dropped on the floor beside the teacher with his head on the older man's knees, and sobbed as though his heart would break. When his choking sobs had quieted down, the teacher patted him on the back and arose to get him a book on physical education and several magazines on the same subject, and then mapped out a special course of exercises for Nat to follow.

Nat left with shining eyes, fired with ambition to build the body beautiful and to become the super-man of Nietzsche, leaving

behind him the letter from his father, which he had asked his friend and teacher to keep for him until the end of the summer.

From then on Nat was outstanding in both his English and Math, and outdid himself on the playfield; his good sportsmanship constantly being remarked about.

Of course, Nat did not know that his teacher went to the director and discussed the whole situation with him, and finally won his full cooperation on a plan for guiding Nat, even to the point of encouraging him to exercise in the hope of beating the director to a pulp.

By the end of the summer Nat had gained sixteen pounds and had shown the greatest physical improvement of any boy in the camp; was one of the best boxers and wrestlers in the group; had won many athletic events; and was admired by all for having selected the hardest physical laboring jobs in the camp during chore periods.

At the final banquet the night before camp was to close, the director addressed the group and told about how often teachers and leaders of youth showed poor judgment in their handling of children and misunderstood the attitudes and intentions of the younger person; that if there was one boy in the camp above all others whom he had misunderstood at the beginning of camp, but who had come through with flying colors, to whom he as director of the camp wanted to apologize publicly for his error and to thank this boy for all that he had done for the camp, that boy was Nat Warren.

After the banquet Nat asked his teacher-friend if he would take a little walk with him down to the lake. As they stood by the lake shore on a beautiful starry night, the man squeezed the boy's muscular-hardened, well-trained arm and said, "Well, I believe that arm is strong enough and trained enough to beat the director now." In a choking voice, Nat said, "You couldn't hit a guy who had the guts to be as decent as that. You know it's funny that I am not angry at him at all any more. All I can think about is how sorry I am that the summer is over and that I want to come back again."

For the first time Nat's friend put his arm around him with a friendly, strong squeeze, and as they walked back to the recreation hall, he said quietly, "I knew you had the stuff in you, Nat, to grow from the *iron* of Nietzsche, and also from the *strength of the humility* of Christ."

FOR YOUR LIBRARY

THE ART OF WHITTLING

By Walter A. Faurot

For over twenty years the author of this book has "whittled and watched other whittlers," and he has found out most of the age-old secrets of the art and invented some of his own. Every one of the many articles, from the simplest to the most difficult, is described and illustrated from personal experience. It is a book for any whittler or would-be whittler who wants stimulating ideas and practical, easy-to-follow instructions and illustrations.

KEEPING CAMPERS FIT

By Elena Erving Williams, R.N.

Practically every camp director admits that the first objective of camping is health. A broad understanding of the preventive and educational sides of health care and supervision awaits every Camp Director or Counselor who has this complete manual available for ready reference.

CANDY AND CANDY MAKING

By Mary B. Bookmeyer

This is a real holiday book, whether it's used for camp or for Christmas. Each kind of candy is described with recipes for each of several processes for making it which have been developed through the history of candy making, to suit individual taste or limited materials. The book also contains special discussion of how to avoid disasters in crystallizing sugar, how to judge temperature, the best types of tools to use, etc. It is a complete book for the candy maker.

AUDUBON THE NATURALIST

Francis Hobart Herrick

The standard biography of Audubon published, in this second edition, in one volume. Contains all the text of the first, two-volume edition together with the 118 illustrations, two in photogravure and four in color. Brought thoroughly up-to-date. Includes an extended bibliography covering all the important recent contributions to Auduboniania.

BIRD STUDIES WITH A CAMERA

Frank M. Chapman

A complete guide to successful bird photography by the curator of birds at the American Museum of Natural History, including detailed information on the bird photographer's equipment and methods. Shows the habits and peculiarities of various species. 110 illustrations.

WITH PUPPETS, MIMES AND SHADOWS

By Margaret K. Soifer

Written by an experienced camp counselor, this compact book gives methods that work for arousing the creative talents of youth, in the writing and production of plays for various types of puppets, shadows, dances, and pantomimes. Ten complete scripts, each for a different dramatic medium, are included. Recommended unreservedly by national youth and recreation organizations.

FIRELIGHT ENTERTAINMENTS

By Margaret K. Soifer

A book of colorful campfire programs that will cast a new aura of romance about your evening activities in camp. Seemingly casual and unrehearsed, a Gypsy, Pirate, Robin Hood, Jungle, Cowboy, Lumberjack, Dixie Campfire—and many more—can be turned into memorable events, with the shrewd guidance here offered. The material and instructions are concrete, yet there is plenty of room allowed for individual expression on the part of counselor and campers.

\$1.35

A GUIDE TO BIRD SONGS

Aretas A. Saunders

A pocket-size handbook of the songs and singing habits of the land birds of northeastern United States with descriptions and 163 song diagrams. A highly workable key by which to recognize characteristics peculiar to any song bird heard and to identify the singer even if unseen.

GROUP METHODS IN VOCATIONAL GUIDANCE

\$7.50

By Louis H. Sobel and Joseph Samler

This book offers a wealth of variety in method, technique, and device for handling the increasingly important work in guidance. In one of the chapters the many unique and unusual opportunities for guidance through the normal camp program are described. "It is by all odds the best practical guide for group leaders desirous of making vocational guidance a significant part of their group programs." —Prof. Arthur L. Swift, Jr.

INTEGRATING THE CAMP, THE COMMUNITY AND SOCIAL WORK

\$2.00

by L. J. Carr, Mildred A. Valentine, and Marshall H. Levy

Just published is this study of an attempt to mobilize medical, social, and psychological techniques and all agency resources in the community for the adjustment of a selected group of "boys-in-trouble." It is an important and pioneer report of synthesizing the procedures of counseling, case work, group work. Includes many case histories.

ADVENTURING IN NATURE

\$5.50

by Betty Price

A pamphlet designed to meet the need of recreation leaders in stimulating and developing interest in Nature. Includes suggestions for simple collections, playground, nature museums, nature trails, informal exploring trips, nature clubs, games, handicraft and other activities. Invaluable handy guide for counselors, club leaders, recreation leaders.

INDIAN AND CAMP HANDICRAFT

\$2.00

By W. Ben Hunt

Indian articles have an instant appeal to youngsters of all ages. Here are thirty projects, most of them of Indian origin, that are exceedingly popular with boys and girls everywhere. They include peace pipes, ceremonial bows, and arrows, moccasins, snow shoes, totem poles, tepees, dolls, birdhouses, etc.

WOODCRAFT

\$2.75

by Bernard S. Mason

Ernest Thompson Seton says: "Mason has prepared a new work on the subject of woodcraft in which field he has made himself a master. . . . I predict for Mason's 'Woodcraft' a great and continued success. It is bound to be rated as an essential guide in every camp and camping trip of the folks who love to go forth for a spell of the wilderness."

THE NEW ARCHERY: HOBBY, SPORT, AND CRAFT

\$3.50

By Paul H. Gordon

An inclusive manual on all phases of archery for both the beginner and the expert. Includes chapters on the history of archery; competition, methods of scoring, correct procedure in aiming and shooting; selection and care of equipment; archery leadership in camps, schools and clubs. By a foremost archery authority who is Director of The Beacon Hill Craftsmen, makers of archery equipment. Profusely illustrated.

FUNDAMENTALS OF LEATHERCRAFT

\$1.00

By Ross C. Cramlet

Every boy and girl in your camp will be proud to own one of the fascinating, useful articles described in this new book. It's intended especially for beginners, and clearly describes and illustrates every step of the craft, emphasizing the proper selection of materials.

Current members of the American Camping Association receive 10% discount off the list price.
Checks or money orders must accompany all orders and be made payable to the

AMERICAN CAMPING ASSOCIATION

330 South State Street

Ann Arbor, Michigan

CRAFT COUNSELOR: Young lady with experience at Seaton Institute, Santa Fe, New Mexico desires position as craft counselor. Holds B.S. degree in vocational home economics. Interested in teaching lapidary work, metal craft, chip carving, leather tooling, block printing, etc. Also could teach food preparation, costuming. Now a high school teacher of home economics. Address Miss Edwinna Fay Cearley, Robertson School, Lorenzo, Texas.

ATTENTION!

Camp Hawthorn is interested in securing a program director for camp for the coming summer season. The director should have had at least five years' experience in camping, and at least one year experience in an executive capacity. The applicant should be cooperative, have social vision and be hospitable to new ideas. A pleasing personality is essential. Prefer director from the Middle-West. The applicant should be Jewish. He should be able to direct a staff and assume full responsibility for the direction of the camp. The term of the season is approximately from June 1st to September 1st.

The applicant should furnish full information about himself, and send photo and references to Gilbert Harris, 724 N. Union Blvd., St. Louis, Missouri.

College Training Courses

(Continued from Page 18)

2. About fifty per cent of the camps contacted insist upon Red Cross Institute Training for every member of the waterfront staff.
3. Over eighty per cent of the camps expect a counselor to teach activities and to assume full cabin experience as well.
4. Over eighty per cent felt a counselor needs "time off" daily.
5. Nearly twenty-five per cent thought it a part of the counselors job to help secure campers.
6. About forty per cent request or "suggest" that counselors keep in contact with campers throughout the winter.
7. About fifty per cent of the directors seek candidates for staff vacancies from institutions offering training courses.
8. Only fifty per cent are aware of such institutions, and fifty per cent indicated a desire for a published list of these colleges and universities.
9. About twenty-five per cent of these directors make provisions for additional training for staff during the winter.

Motivated by the results of this study and the many suggestions received by directors interested in camp leadership training, a course of study has been compiled for a semester's work at Indiana University. The course will meet twice each week granting two hours of university credit. Much of the material concerning sites, equipment, minimum standards

for food, milk, water, dietetics, types of camps, and the like has been intentionally omitted. This and other phases bordering on camp administration has given way to fundamental camp problems which every student will face as a counselor.

A problem of further study would be a complete compilation of camp courses offered by all leading institutions and a practical follow-up conference where steps might be taken to standardize subject matter. The writer does not mean to infer that such a move would pigeon-hole a very diversified and excitingly interesting field, for without personal experiences incorporated into the teaching of this work, it loses much of its adventurous appeal; but standardization would tend to emphasize the more significant and usable factors needed in the real situation.

Athlete's Foot

(Continued from Page 13)

"(c) Dry very carefully and apply ointment in small amount. Rub in thoroughly.

"If, at the end of two weeks of this treatment the patient shows a very marked improvement and all the active lesions have disappeared, the patient may be admitted to camp. He should be kept under close observation by the medical officer and should continue the use of the ointment (not the permanganate) once or twice daily.

"In case of recurrence of the active lesions while in camp, due to the lack of cooperation on the camper's part or to the resistance of the disease to treatment, it is recommended that the child be sent home and put under a skin specialist's care."

As will be seen, the above recommendations are based on a principle which has not heretofore been applied to the prevention of athlete's foot in camps. When a bather is made to step through a disinfecting solution, the object is to destroy the germs which may have gotten on his feet. This method often fails as has been mentioned before, due to insufficient time in the solution, or because the germs between the toes are too resistant to the type of disinfectant or the solution may not come sufficiently in contact with the skin.

The method that we have used and hereby recommend does not aim to destroy the fungi that adhere to the skin of the feet. It is intended to protect the persons in camp by rendering their skin unfit for the attachment and growth of the germs.

The great advantage of this method is that it does not deny children who have only a mild

ringworm, the privileges of camp life. This is particularly important when one remembers how widespread is the disease in its mild form.

The recommendation was multigraphed and sent to all directors in this area. It answered such a widespread need for adequate care and control that each camp had to provide copies for each of its staff members, who in other years had dreaded becoming infected from the children with whom they had to deal (athlete's foot is no respecter of persons and is not confined to poorer districts). However, recommendation alone is not enough. To be effective the procedure must be enforced or only a small success will result. The most easily followed procedure is for the camp doctor, nurse, director or counselor to put each camper on his or her own responsibility. One soon finds even the smallest child wiping carefully between each toe and finger after each swim and shower.

The fact that so little actual ointment is used makes the care a negligible financial factor in the camp budget while protecting the camp's reputation.

Queer Quirks of Nature

(Continued from Page 12)

long at birth). The coyote's litter will run from four to as high as seventeen or even more. And, speaking of births, here's one for the book: the Armadillo always gives birth to exactly four young at one time—and all four children are invariably of the same sex!

Most of us have read horrifying tales of fierce wolves in Canada and Alaska attacking humans. The scene of the embattled pioneer out of ammunition and clubbing his rifle to defend himself against a dozen or so gray, shaggy killers is a familiar one. However, the Biological Survey and the Hudson's Bay Company of Canada go on record as stating that there has never been discovered an authenticated case of such an attack.

Along with the "wolf-attacks-man" fable, is the widespread belief that eagles carry off babies. Again the Biological Survey goes on record as stating there is no proved instance in the United States of an eagle carrying off a baby. However, Federation experts state that there are a few cases of Golden Eagles seizing very young children in Europe, which may have basis in fact.

Another popular fallacy is that noise frightens fish. According to Talbot Denmead, Chief

of the Black Bass and Anglers Division of the United States Bureau of Fisheries, fish can't hear. Mr. Denmead, who has been studying the habits of fishes for thirty years, says:

"We can make all the noise we want to on land while we're fishing, and the fish won't become frightened, because they can't hear. But, if we crack an oar against the side of a boat, that frightens the fish, because it sets up a vibration in the water. I guess the old theory about not talking or making any noise while fishing was just started by some fellow who didn't want to take his wife along with him."

Sticking to fish life for a while, let us consider the common Eel. A lot of people want to know where they live, where they spawn, and other facts. According to Elmer Higgins, Chief of the Division of Scientific Inquiry of the Bureau, the story of the life of the Eel almost passes belief.

These fish live in fresh water, as we know, but, contrary to other migrating fish, they return to the sea to spawn. How they get out of some apparently land-locked lakes and down to the ocean is astounding, but they make the journey, just the same. Conclusive evidence exists that eels make considerable distances over land on these trips.

They invariably spawn off the island of Bermuda, some 1000 miles east of the Florida Coast, the adults dying afterwards. The European Eel, which makes a 2000-mile swim, spawns at about the same time in the same area. The spawn intermingle, but, as the eels grow in size, they head for fresh water. And here is an amazing fact—the European Eels always head in the right direction and eventually return to their native fresh waters. Likewise, the American Eels return to our shores. There isn't a case on record of these baby fish, born out in the middle of the ocean, getting their directions mixed!

Slowly the eels drift and swim westward until the coastline of America is reached. Then begins a journey that is absolutely incredible! Up streams and rivers they come, overcoming dams, falls, and other obstructions, until they reach their inland destinations, which, in some cases, are hundreds of miles from the sea.

Getting back to animals, many requests come into the Federation concerning Buffalo, or American Bison, to name them correctly. Most of those requesting information ask the estimated number of Bison originally in America and if there are any of these animals left in a completely *wild* state. Another question often

asked is "Were there ever any Bison in the Eastern part of the United States?"

Answering the last question first, there certainly were buffalo in the East in times gone by. At the time the White Man discovered America, Bison covered about one-third of this continent. They ranged as far North as 63 degrees north latitude, which is in Northern Canada. They spread as far south as 23 degrees north latitude, which is in Mexico. To the west, the Buffalo ranged as far as what is now Oregon, and they were found in abundance in Pennsylvania, Virginia, North and South Carolina, Georgia and western New York.

Buffalo were practically exterminated in the East long ago, but great herds remained in the West—until that territory was opened to the White Man, who promptly proceeded to slaughter them.

As to the number of these shaggy brutes originally in this country, the figure is conservatively set by the National Wildlife Federation as in excess of sixty million.

Concerning the question of the existence of completely *wild* buffalo, the answer is YES. The last remaining Wood Buffaloes, some 1500 of them, are now living in primitive surrounding in a huge National Park area set aside for them in Canada.

Here is another interesting fact about Buffalo. The great continental railroads of the United States owe much to these animals. They were the best natural engineers and surveyors ever known. When the ribbons of steel were being pushed across the Western plains, the human engineers followed the old buffalo trails for many miles, without being able to improve upon the grade.

Another subject that causes considerable discussion is the speed birds attain in flight. A hunter who misses a fast-moving bird on the wing may claim incredible speeds for his vanished prey. According to observation by Wildlife Federation experts, a Mallard Duck travels between 45 and 60 miles an hour, depending on the wind and how frightened he is. Many other ducks do as well, and the Canvasback has been reliably credited with speeds up to 75 miles an hour. A natural enemy, the Duck Hawk, has been observed to do 165 to 180 miles and hour. However, the hawk was swooping at the time. Observation was made from an airplane.

And, speaking of the flight of birds, the humming bird is the only feathered denizen of the air who can actually fly backward.

A number of people have heard rumors that Coyotes have been seen in Eastern states and have asked the Federation if this is true. Before the White Man discovered America, these animals were found exclusively west of the Mississippi. In recent years they crossed the Father of Waters—how, no man knows definitely—and they have been observed in Pennsylvania, New York and Maine. There are a few wild Coyotes in Alabama, but their presence is due to an accident. Some years ago several sportsmen liberated what they thought were a pair of red fox pups for breeding purposes. They weren't red foxes, but coyotes, and a number of their descendants are now roaming Alabama, much to the annoyance of chicken and turkey farmers.

Bears also come in for a lot of questions. The law of "might is right" certainly prevails with these animals, scientists of the Wildlife Federation declare. Some bears, notably grizzlies, "make their marks" on hunting ranges by reaching up and scratching claw marks as high as they can on the trunk of a tree. When another bear invades the territory, he rises up and scratches the tree in the same manner. If he fails to make his mark as high as his predecessor, he "takes it on the lam," evidently deciding that the original proprietor is too tough to tackle. However, if his mark on the tree is the same height or higher, he sticks around. If the first comer doesn't vacate, the two bears fight it out at their initial meeting, the winner retaining possession of the range.

First-Aid Kit

(Continued from Page 23)

wind our own rolls of one-inch tape. The medicinals mentioned may well be purchased in large quantities at a saving, and the small vials replenished from the health-office supply. Using material at hand and buying in quantities we can reduce the cost of the kit to about 40c.

We believe the contents of this kit are of such a variety that they will provide treatment for minor injuries, the most common of which are scratches, cuts, bites, and burns. For any more serious injury, we believe the camper should be returned to the campsite where she may have the care of a physician. Each camp will, no doubt, have its own pet remedies, but using this outfit as an example, each can assemble a kit that will best suit its individual needs, and will give satisfactory service at a reasonable cost.